Ancient Civilizations Project

6th Grade

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**DoDEA 6th Grade Social Studies Standards: Ancient Civilizations**

**Standard 6SS2: Students analyze the geographic, political, economic, religious, and social structures early civilizations of Mesopotamia, Egypt, and Kush.**

Components 6SS2.a:  Locate and compare the major river systems and discuss the physical settings that supported permanent settlement and early civilizations.

6SS2.b:  Trace the development of agricultural techniques that permitted the production of economic surplus and the emergence of cities as centers of culture and power.

6SS2.c:  Explain the relationship between religion and the social and political systems in Mesopotamia and Egypt.

6SS2.d:  Explain the significance of Hammurabi’s Code.

6SS2.e:  Examine the main features of Egyptian art and architecture.

6SS2.f:  Describe the role of Egyptian trade in the eastern Mediterranean and the Nile valley.

6SS2.g: Explain the significance of Queen Hatshepsut and Ramses the Great.

6SS2.h: Identify the location of the Kush civilization and describe its political, commercial, and cultural relations with Egypt.

6SS2.i:  Trace the evolution of language and its written forms.

6SS2.j:  Examine the enduring contributions that Ancient Egypt has given our modern world.

*Examples: architecture, irrigation systems, burial rites*

**Standard 6SS3: Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Ancient Greece.**

Components 6SS3.a:  Discuss the connections between geography and the development of city- states in the region of the Aegean Sea and patterns of trade and commerce among Greek city-states and within the wider Mediterranean region.

6SS3.b:  Identify the transition from tyranny and oligarchy to early democratic forms of government and back to dictatorship in ancient Greece, including the significance of the invention of the ideas of citizenship.

*Example: Pericles’ Funeral Oration*

6SS3.c:  Explain the key differences between Athenian, or direct, democracy and representative democracy.

6SS3.d:  Examine the significance of Greek mythology to the everyday life of people in the region and how Greek literature continues to permeate our literature and language today, drawing from Greek mythology and epics, such as Homer’s *Iliad* and *Odyssey*, and from *Aesop’s Fables*.

6SS3.e:  Outline the founding, expansion, and political organization of the Persian Empire.

6SS3.f:  Compare and contrast life in Athens and Sparta, with emphasis on their roles in the Persian and Peloponnesian Wars.

6SS3.g:  Trace the rise of Alexander the Great and the spread of Greek culture eastward and into Egypt.

6SS3.h:  Describe the enduring contributions of important Greek figures in the arts and sciences.

*Examples: Aristotle, Euclid, Euripedes, Herodotus, Hypatia, Plato, Socrates, Sophocles, and Thucydides*

**Standard 6SS4: Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of India.**

Components 6SS4.a: Locate and describe the major river system of India and discuss the physical setting that supported the rise of this civilization.

6SS4.b:  Discuss the significance of the Aryan invasions.

6SS4.c:  Explain the major beliefs and practices of Brahmanism in India and how they evolved into early Hinduism.

6SS4.d:  Explain the social structure of the caste system.

6SS4.e:  Describe the life and moral teachings of Buddha and how Buddhism spread in India, Ceylon, and Central Asia.

6SS4.f:  Describe the growth of the Maurya Empire and the political and moral achievements of the emperor Asoka.

6SS4.g:  Evaluate important aesthetic and intellectual traditions.  
*Examples: Sanskrit literature, including the Bhagavad Gita; medicine; metallurgy; and mathematics, including Hindu-Arabic numerals and the zero.*

6SS4.h:  Examine the enduring contributions that Ancient India has given our modern world.

*Examples: architecture, mathematics, religion*

**Standard 6SS5: Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of China.**

Components 6SS5.a:  Locate and describe the origins of Chinese civilization in the Huang-He Valley during the Shang Dynasty.

6SS5.b:  Explain the geographic features of China that made governance and the spread of ideas and goods difficult and served to isolate the country from the rest of the world.

6SS5.c:  Evaluate the life of Confucius and the fundamental teachings of Confucianism and Taoism.

6SS5.d:  Explain the political and cultural problems prevalent in the time of Confucius and how he sought to solve them.

6SS5.e:  Describe the policies and achievements of the emperor Shi Huangdi that unified northern China under the Qin Dynasty.

6SS5.f:  Explain the significance of the trans-Eurasian “silk roads” in the period of the Han Dynasty and Roman Empire and their locations.

6SS1.g: Describe the diffusion of Buddhism northward to China during the Han Dynasty.

6SS5.h: Examine the enduring contributions that Ancient China has given our modern world.

*Examples: architecture, gun powder, medicine*

**Standard 6SS6: Students analyze the geographic, political, economic, religious, and social structures during the development of Rome.**

Components 6SS6.a:  Identify the location and describe the rise of the Roman Republic, including the importance of such mythical and historical figures as Aeneas, Romulus and Remus, Cincinnatus, Julius Caesar, and Cicero.

6SS6.b:  Describe the government of the Roman Republic and its significance. *Examples: written constitution and tripartite government, checks and balances, and civic duty*

6SS6.c:  Identify the location of the political and geographic reasons for the growth of Roman territories and expansion of the empire, including how the empire fostered economic growth through the use of currency and trade routes.

6SS6.d:  Discuss the influence of Julius Caesar and Augustus in Rome’s transition from republic to empire.

6SS6.e:  Trace the migration of Jews around the Mediterranean region and the effects of their conflict with the Romans, including the Romans’ restrictions on their right to live in Jerusalem.

6SS6.f:  Discuss the origins of Christianity in the Jewish Messianic prophecies, the life and teachings of Jesus of Nazareth as described in the New Testament, and the contribution of St. Paul the Apostle to the definition and spread of Christian beliefs.

*Examples*: belief in the Trinity, resurrection, and salvation

6SS6.g:  Examine the circumstances that led to the spread of Christianity in Europe and other Roman territories.

6SS6.h:  Discuss the legacies of Roman art and architecture, technology and science, literature, language, and law.

# Understanding by Design Template

## Stage 1

**Established Goals**

* 6SS2: Students analyze the geographic, political, economic, religious, and social structures early civilizations of Mesopotamia, Egypt, and Kush.
* 6SS3: Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Ancient Greece.
* 6SS4: Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of India.
* 6SS5: Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of China.
* 6SS6: Students analyze the geographic, political, economic, religious, and social structures during the development of Rome.

**Understandings**

* Students will understand the life that they would have lived if they had been born in an ancient civilization.

**Essential Questions**

* How did regular citizens live in ancient civilizations?

**Students Will Know:**

* How everyday citizens lived in their group’s civilization.

**Students Will Be Able To:**

* Describe what life was like in various ancient civilizations.

## Stage 2

**Performance Tasks**

* Students will take on the role of an regular citizen in their assigned civilization
  + This requires the student to be knowledgeable in every aspect of a person’s life at that time (e.g. food, shelter, occupation, religion, customs, etc.)
* Students will either create a video, live (“play like”) presentation, slideshow presentation, or poster board that creatively describes the life of themselves (a regular citizen in their assigned civilization) throughout an eventful day.
  + Their character must include at least all of the following in their presentation:
    - Food
    - Home
    - Occupation
    - Religion
    - Customs
    - Government
    - Geographic Location
    - Society

**Other Evidence**

* Students will also write a summary of their “day in the life” that can also be served as their script (if the end product is a video or play).
* Student’s achievement will be measured through rubrics covering both the presentation and summary paper.